

# LATIN NOTES

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No. 1

## THE CITIZEN-SOLDIER OF ROME

Who is this man who taught the nations of the earth at first to obey and respect, and finally to love, his mistress Rome? Let us look at him and know him well before he leaves the scene forever. We shall doubtless see him raised by the buskin to a stature more than real, and arrayed in a cloak of dignity too faultless for action in the rough turmoil of actual life; but we shall see him as he appeared to his regretful descendants of the later and less heroic days of Rome, and to the long succession of generations who have found in him the inspiration to manliness and patriotism. And who is the real man if not that part of him that lives on in the life of the race?

The Roman who has thus lived on was from the first a soldier. To secure and maintain his home in earliest Latium, the tribesman-warrior had perforce to live under arms. Earliest Rome was a city-camp. The Roman of the early Republic was bred to the use of horse and weapon, and trained to the maximum endurance of hardship. Whatever the trade or calling his ambition set before him, his boyhood instruction, whether formal or informal, was centered about the idea of military usefulness. Whatever ambition he entertained for serving the state in the civic capacity, the avenue to its achievement lay through the soldier's training and the soldier's career. \* \* \*

The Roman who made his country great was not only a soldier, but a citizen-soldier. If he was first of all a soldier, it was because he was also first of all a citizen. The state was his own affair, and the army as its instrument was equally his affair. Whatever the abuses that troubled the relations of order to order and of class to class, the Roman freeman was the equal of other Roman freemen. He had his vote in the assembly, when in capital danger he could appeal from king or consul to the mass of citizenship, and in the end the way was opened for him without reserve to the highest honors of the state. Responsibility went with privilege. He helped to make the laws, it was his to guard them against abuse, it was his to fight for the state at home and abroad. He and his fellows in citizenship were the center and the flower of the army. They held the post of honor and the post of danger; the allies, not yet welded to single temper, were given the right and left. When disaster overtook the Roman arms, it was the citizen-soldier who first and most freely poured out his blood. Pyrrhus found him lying in line with wounds in front. Mago after Cannae emptied whole measures of gold rings on the senate floor at Carthage, and, "to make the proof of the Roman disaster stronger, added words to action by saying that no one but those of equestrian rank, and even of them the most distinguished, could wear that token."

The citizen and soldier of Rome was further distinguished from the men of other states of his time by being essentially a man of the country. In the earliest days of Latium he was shepherd and farmer, and to the latest days of the Republic still bore the stamp of his native acres. \* \* \*

"The country was at that time the home of senators," says Cato in Cicero's essay On Old Age; "for it was while he was at the plow that the message came to Cincinnatus of his having been made dictator." "Curius and the rest of the elders used to be summoned to the senate from their farm homes." \* \* \*

In a character thus blended of citizen and soldier and rustic, it follows as the night the day that certain definite traits will appear. The Roman who subdued the Italian cities and wealthy Carthage was frugal to the point of abstinence. The life of his fathers had bred him to it. His food was the rude bread and homely porridge afforded by his grains, the fruits of his own garden and orchard, the flesh of his beasts in sparing quantity, the honey and oil of his bees and olives, and the temperate draught of wine. He was hard-working. The toil of generations of earnest men was in his blood; "industry grafted into the souls of the Romans," writes Livy. He was simple in his ways and ideas; simple, not consciously or for effect, but by nature.

*Quoted from ETERNAL ROME, by Grant Showerman, with the permission of the Yale University Press.*

## "UPHOLDING THE STANDARD"

In the first place what do we mean by "upholding the standard?" Does it mean making Latin so difficult that only the very few—the select group—can even hope to attain adequate results? This certainly should not be the attitude in a public school, a training place for the children of all the people. The best or rather the worst example of this aristocracy of brains I have ever seen was in the high school at \_\_\_\_\_. I visited the Vergil class and found the pupils doing unusual work—college work when compared with that of my pupils. But there were only twelve or fifteen pupils in that big city high school who had survived until the fourth year. The Head of the Department pointed with pride to the character of the work that was being done and said, "We are keeping up our high standard by eliminating all but the very best pupils."

I felt discouraged when I thought of the kind of work my pupils were doing, but when I considered that in my little high school for that year 100% of the senior class were taking Latin, I felt better. True, I had an Italian boy who had been educated through the grammar grades in Italy, and who never in this wide world could give the elegant English translations I heard in \_\_\_\_\_, but he had a deep love and appreciation of Latin, so great, in fact, that he would spend his last cent to buy a life of Cicero. If the weak had been eliminated, he would have been dropped at the end of the first year.

We must not let down the bars so much that the lazy and indolent can slip through with little effort. Rather should we make the work much harder for them. But we should not feel that we must uphold our standards to such an extent that only discouragement and despair

result. There should be joy in the work, the joy of conquest. And we should never forget that some of this belongs to the poor little struggler who is doing his very best.

College Entrance Examination Boards may dictate, but if as small a percentage of our pupils attend college as the Survey Report indicates, let us not forget the best interests of the class as a whole in an effort to meet their requirements.

Edith Jackson,  
West Chester, Pa.

"Upholding the standard" is not a matter of the amount of reading to be covered, but rather one of the quality of the results to be obtained. The tendency of college entrance boards to require more sight translations, to ask more "comprehension" questions and to demand less reading of required material is a step in this direction. "Upholding the standard" means giving the best to and requiring the best from the superior pupil without neglecting the average or inferior pupil—in other words, exacting his best work from every child. "Upholding the standard" means the realization of all the objectives which we claim for Latin, not merely talking about them. It means the application of the very best pedagogical methods to the teaching of a subject which is infinitely valuable to the pupil, but too long taught by conservative and outworn methods. It means the best possible training for each teacher, breadth of scholarship, modern methods, tact and skill in working with children. It means, in short, making the study of Latin yield as richly in educational values for every pupil as is humanly possible.

Genevieve Carlin,  
Roosevelt Junior High School,  
Germantown, Pa.

To some educators "upholding the standard" means making a course so difficult and so formal that pleasure can have no chance to show its head. Let us not confuse high standards with unpleasantness. On the contrary, it seems to me that high standards can only be attained when there is real love and pleasure as the prime incentive of one's work. Of course such a theory may lead to abuses in the hands of the superficial teacher who may make the mistake of paying too little attention to solid matters and may try only to keep the child amused. There is something wrong with the person who cannot combine hard work and interest in such a way as to secure the maximum effort from her pupils. The objectives, content, and methods recommended by the Classical Survey, if intelligently handled, cannot help but make Latin "interesting" in the right way and so eventually raise the standard of achievement.

Fannie Sherman,  
Philadelphia, Pa.

#### INTERESTING BOOKS

*When the Bough Breaks*, by Naomi Mitchison; Harcourt and Brace, N. Y.; \$2.50. (A series of short stories connected with events in Caesar's Commentaries, and with others of a later date.)

*Theras and His Town*, by Caroline Snedeker; Dutton and Page; \$1.75. (A story about a Greek boy, for young children.)

*Eternal Rome*, by Grant Showerman; Yale University Press, New Haven, Conn.; two volumes, \$10.00. (There is also a textbook edition in one volume which is available for educational work. For price, consult publishers.) This book is intensely interesting to the scholarly Latin teacher. Quotations from its pages which appear in this issue illustrate the dramatic power of the writer.

#### THE INDIANA STATE LATIN CONTEST

A State Latin Contest, which met with enthusiasm on the part of pupils, parents, and teachers throughout the state, was held in Indiana last year. The purpose of the contest was the creating of a desire to do better and more thorough work in Latin, the making of the basic aims in Latin more uniform over the state, and the inspiring for work in Latin such an enthusiasm as an interest in contests of any kind arouses in high school pupils everywhere. The plan was not to discover a few geniuses but to teach as many Latin pupils as possible, and to arouse in them a desire to do their best. Hence the contest was made definite and practical.

In order thus to reach as many as possible and to give all the same preliminary preparation, those in charge decided to hold four contests: a local, held in each school enrolled in the contest; a county, held in the county seat in each county in which high schools were enrolled; a district, held in some central place in each congressional district; and the state, held at Bloomington, Indiana, April 25, 1924. Winners in the local represented their schools in the county; those in the county represented their counties in the district; and those in the district represented their districts in the state. There were four divisions in each contest: Freshman, Caesar, Cicero, and Vergil. The enthusiasm aroused was shown by the fact that over eight thousand pupils from nearly three hundred high schools were enrolled; that all but three of the ninety-two counties held county contests; and that each of the thirteen congressional districts had its four representatives, one for each year of high school Latin, at the state contest, with the exception of one district, which had contestants in only two divisions.

The content covered by the contest was made definite and not too comprehensive, in order that it might have a general appeal and so that the pupils might feel they were doing practical work rather than wasting energy in anticipation of so-called "catch questions" of little value for their future work. In the Freshman division, the content covered certain phases of the adopted text, the limits being advanced for each successive contest. In the Caesar division, it covered certain books of The Gallic War, the nouns and verbs of the third and fourth half years of the New York Syllabus, and constructions of most frequent occurrence as listed in Byrne's "The Syntax of High School Latin." In the Cicero and Vergil divisions, it covered certain orations and books, the most important words as given in Lodge's "Vocabulary of High School Latin," and constructions of most frequent occurrence as listed by Byrne. Of the ten questions to be answered by the contestants, three were on translation; one on principal parts; one on declension; one on synopses or identification of verb forms; two on construction; and two on derivative work. It was recommended that, in future years, the content be gradually enlarged to include history, Roman life, mythology, prose composition, and sight translation.

This State Latin Contest was carried on under the direction of the Indiana State Latin Committee. An auxiliary committee composed of one person from each congressional district in the state directed the work in his particular district, although the Contest as a whole was managed by a committee appointed by the Classical Section of the State Teachers Association.

The questions were made by a committee, the chairman of which was H. D. Cannon of the Male High School, at Louisville, Ky., whose Bi-State Contest first started the contest ball rolling in Indiana.

Every precaution possible was taken in the conduct of the examination, in the marking and sending of manuscripts, and in the defining of directions for grading, so that the pupils competing might feel that they were unquestionably receiving a "square deal."

A scheme of exchange of grading between county and

Gift  
Miss Gertrude Creek  
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county and between district and district was worked out.

The Extension Division awarded gold, silver, and bronze medals for first, second, and third places in each division. The quality of the work done is shown by the fact that, in one division, a girl ranked fourth, though her grade was 99.

In this age, when young and old of all classes and climes apparently seem interested in nothing but sports, and both high school pupils and fans go wild over basket-ball tournaments, one might suppose that the academic plays a small part in the life of a high school pupil. This supposition has been clearly disproved by the so-called Latin "tournament" above described.

Josephine Lee, Chairman, Frankfort, Indiana

#### REPORT OF THE CLASSICAL SURVEY

Copies of this Report may be secured from Andrew F. West, President of the American Classical League, Princeton, N. J. A limited number will be kept at the Service Bureau.

#### PUBLICITY AGENTS NEEDED

The work of the Bureau would be greatly facilitated if every subscriber to the NOTES would consider himself a committee of one for calling attention at classical meetings to the work which the Bureau is undertaking, and, particularly, for interesting persons in the publications now being issued. Sample copies of LATIN NOTES and SUPPLEMENTS will be sent for this purpose.

#### LATIN NOTES SUPPLEMENTS FOR SALE

- I. Proper names in the first six books of the *Aeneid* with the English pronunciation indicated. Prepared with the assistance of Harry E. Burton, Professor of Latin at Dartmouth College, and others. Ten cents.
- II. Some allusions in English literature to the *Aeneid*, classified for the convenience of the teacher under the book and the line. Prepared with the assistance of students in Milwaukee-Downer College, Milwaukee. Single copies, 10 cents; 30 or more, 5 cents each.
- III. A bibliography for the study of Virgil. Prepared by Nelson G. McCrea, Professor of Latin at Columbia University. This is quite as valuable for college instructors as for the secondary teacher. Ten cents.
- IV. Some famous stories about the Romans—fifteen easy Latin narratives with fourteen pictures; suitable for sight reading in the first year. Single copies, 10 cents; 30 or more, 5 cents each.
- V. Twenty interesting stories about Ceasar, taken from translations of classical authors. Single copies, 10 cents; 30 or more, 5 cents each.

#### ANNOUNCEMENT OF FUTURE SUPPLEMENTS

A study of the comparative syntax of the Latin, French, Spanish, Italian, and German grammars, based upon the points recommended in the Classical Survey Report for a four-year Latin course, and illustrated with concrete examples. Prepared by Randolph Scott, University of Pennsylvania, in consultation with Dr. Roland G. Kent.

\* A Roman Home, by David Swing—a story about Cicero and his family.

One hundred and thirteen quotations from the translation of Cicero's Letters, helpful in interesting pupils in the personality of this author. Prepared by Lucia Spooner, High School, Evanston, Ill.; additions and revision by students in the University of North Carolina.

The Worm Turns or The Latin Grammar Speaks—a Musical Comedy for Latin Pupils, by Julia Frances Wood, Kansas City, Mo.

Suggestions for classical club programs and entertainments interesting to Greek and Latin students—a summary at some length of paragraphs in the Current Events Department of the Classical Journal for the last ten years. Prepared by Clara Radell, High School, Pittsburgh, Kas.

A classification of pictures, by Edith Sanford, New Haven, Conn.

#### MATERIAL READY FOR DISTRIBUTION

The following items may be borrowed upon payment of postage or they may be purchased for 5 cents each (unless otherwise indicated) plus the cost of postage. If sent as a loan, the material should be returned within two weeks. The dotted lines indicate material which was on hand last year but which is no longer available.

1. A summary of points to be remembered in regard to the government of Rome in the time of Cicero.
2. -----
3. Valuable publications for the construction of a one-year English-Latin course. A short bibliography prepared by Dr. Wren Grinstead, Eastern Kentucky Normal School, Richmond, Ky.
4. Characteristic Roman ideas with page references to two books easily understood by young pupils.
5. -----
6. Suggestions for classical programs—contributions from various sources.
7. -----
8. A convenient list of Greek prefixes. (Taken from Carr and Scott's *Development of Language*, pp. 174-176.)
9. A convenient list of Latin prefixes. (Taken in abridged form from Carr and Scott's *Development of Language*, pp. 164-167.)
10. Page references to well-known stories of classical mythology in Gayley's *Classical Myths in English Literature*, Guerber's *Myths of Greece and Rome*, and Tatlock's *Greek and Roman Myths*. 10 cents.
11. A list of mythology illustrations (lantern-slide size); published by Mr. George Swain, Ann Arbor, Michigan.
12. A selected list of pictures dealing with classical mythology, which can be obtained from Alinari, Rome, Italy; catalogue numbers and approximate prices given. A. G. Seiler, 1224 Amsterdam Ave., New York, will import these in the case of orders amounting to \$3.00 or more.
13. -----
14. Easy Latin reading for first, second, and third semesters—a list of texts with names of publishers.
15. Outline for a Vergil illustration book.
16. What the high school pupil should know about the Romans.
17. Some reasons for my low mark in Latin—points for pupils to consider.
18. The real basis for interest in Latin.
19. A list of pictures of Roman life by E. Forti; price about 50 cents for schools; may be secured from Alinari, Rome. Imported by A. G. Seiler. (See No. 12.)
20. A list of photographs containing views of Rome; price about 12 cents each; may be secured from Alinari, Rome. Imported by A. G. Seiler. (See No. 12.)
21. A list of views of Rome on postals; price about 3 cents each; may be purchased from Piale, Rome. Imported by A. G. Seiler. (See No. 12.)
22. Teaching Latin grammar as an aid to English grammar and expression—concrete suggestions for the teacher's procedure, by Professor B. L. Ullman, University of Iowa, Iowa City, Iowa.
23. Topics for a Roman Life Exhibit with suggestions for working them out.
24. Names of boys and girls derived from Latin and Greek.
25. Characteristic virtues of the older Romans—summaries in the form of brief paragraphs from stories in Plutarch's Lives. Compiled by Harriet Warren, Burlington, Iowa.
26. A method of teaching participles, by Mary Breene, Peabody High School, Pittsburgh Pa.
27. -----
28. -----
29. An outline of high points in Roman history—adapted from Westermann's Story of the Ancient Nations.
30. Catiline's Defiance—selection from a dramatic poem by George Croly.
31. -----
32. -----
33. A Debate—Resolved that Catiline was justified in attempting to overthrow the Roman government, by Margaret Bunyan, High School, Evanston, Ill.
34. -----
35. Playing fair—some points for the young teacher to keep in mind.
36. A Private Initiative Card.
37. Twenty-five interesting points about Latin—Bulletin Board suggestions.
38. A list of English words which contain pictures of Roman life.

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39. Some suggestions for varying the work in the Caesar class in order to avoid monotony.
  40. How to attack the translation of a Latin sentence.
    - a. On Methods in Translation, by Frank Gardner Moore, Columbia University.
    - b. Quotation from the Pennsylvania Syllabus, published in *LATIN NOTES* for April, 1924.
    - c. A hint to the pupil.
    - d. A concrete illustration for procedure in teaching a class to translate by the word order method, by Mason D. Gray, East High School, Rochester, N. Y.
  41. The Value of Latin—various pamphlets.
    - a. Why Study Latin? by Willis A. Ellis. (An American Classical League publication.)
    - b. Short Statements on the Value of the Classics. (An American League publication.)
    - c. The Classics for America, by Calvin Coolidge. (An American League publication.)
    - d. Shall We Continue Latin and Greek in Our Schools? by John J. Tigert, Commissioner of Education. (An American Classical League publication.)
  42. The review—suggestions.
  43. A bibliography of Latin tests (revised and brought up to date).
  44. A list of Latin plays.
  45. A list of Latin songs.
  46. -----
  47. The ethics of Vergil as shown in the first six Books of the Aeneid—a summary of vices and virtues. (An incomplete study designed to be suggestive only.)
  48. A list of inexpensive pictures for the use of the Latin teacher.
  49. An outline for the second semester of a course for the training of Latin teachers.
  50. -----
  51. A convenient index for an Equipment Book.
  52. A list of objectives of the study of Latin (quoted from the Classical Survey Report). Postage only.
  53. Bibliography of objectives in the teaching of Latin. Prepared by students at Teachers College under the supervision of W. L. Carr.
  54. Bibliography of objectives in the study of foreign languages (including Latin). Prepared by students under the supervision of Dr. Thomas Briggs, Teachers College.
  55. Relative importance of 20 proposed objectives of the study of Latin as shown by the votes of 1050 secondary teachers of Latin who filled out the General Questionnaire in cooperation with the Classical Survey.
  56. Forms recommended for intensive study, classified according to the various semesters of a four-year course. Taken from pp. 160 ff. of the Classical Survey Report. Postage only.
  57. Principles of syntax recommended for intensive study, classified according to the various semesters of a four-year course. Taken from pp. 157ff. of the Classical Survey Report. Postage only.
  58. A classification of important topics dealing with the general subject of "Rome and the Romans" as given on pp. 152 ff. of the Classical Survey Report. Postage only.
  59. A selected bibliography on content in secondary Latin. Prepared by students at Teachers College under the supervision of W. L. Carr.
  60. The Pennsylvania Syllabus. Not for sale.
  61. The Baltimore course of study—a Syllabus. (Not for sale.) 1924.
  62. The Philadelphia course of study in Latin in the Junior and Senior High School—a Syllabus. (Not for sale.) 1924.
  63. Roman Dress, by Fannie Sherman, Philadelphia, Pa.
  64. An extensive bibliography for Junior High School Latin. Prepared by a committee of students at Teachers College; Miss Margaret Englar, Baltimore, Md., Chairman. 10 cents.
  65. A Latin Club in the Junior High School—some suggestions. Prepared by a committee of students at Teachers College; Mrs. Paul Collier, Warrensburg, Mo., Chairman. 10 cents.
  66. A selected bibliography of articles in the Classical Journal dealing with the teaching of Latin, by H. Gudwin Johnson, Boulder, Colo.
  67. Scattered notes on the "laboratory method." Contributions from various sources.
  68. Meeting varying ability, by Rev. Harry Robinson, Howe, Ind.
  69. A course of procedure for meeting varying ability, by Ruth M. Young, New Bedford, Mass.; also contributions from other sources.
  70. Suggested activities for meeting the needs of the superior pupil, classified under the headings of the various years of the high school course. Prepared by Edith Jackson, West Chester, Pa. 10 cents.
  71. The socialized recitation—suggestive topics for discussion, by Dr. Grizzell, Department of Education, University of Pennsylvania.
  72. A selected bibliography of method in the teaching of ability to read Latin. Prepared by students under the supervision of W. L. Carr.
  73. A short bibliography on the use of oral Latin and the direct method in general, by Alice Clarke, Central High School, Washington, D. C.
  74. Some rules for teaching the spelling of English derivatives in connection with the teaching of Latin. (Compiled for use in the Classical Survey.)
  75. Characteristics of Caesar as seen in his Commentaries, by Dr. Gonzalez Lodge, Teachers College. *LATIN NOTES*, May, 1924.
  76. A short bibliography of articles dealing with the teaching of vocabulary.
  77. Types of derivative note-books.
  78. Twenty-five suggestions for First Year Latin, by Professor A. W. Burr, Beloit College, Beloit, Wis. (Not for sale.)
  79. A selected bibliography of articles dealing with the teaching of Caesar.
  80. A selected bibliography of articles dealing with the teaching of Cicero.
  81. The ethical content of two of Cicero's Orations, by Margaret Henry, Franklin G. Lane High School, Brooklyn. *LATIN NOTES*, May 1924.
  82. A simple account of legal procedure in a Roman Court, by Dr. Max Radin, University of California. *LATIN NOTES*, Dec. 1923.
  83. A short list of books dealing with classical mythology, for the use of younger pupils.
  84. Eighty-five quotations from English poetry to be memorized or used in other ways in the teaching of classical mythology. Prepared with the help of students in Goucher College, Baltimore, Md. 10 cents.
  85. The Inferno of Dante as a commentary on Vergil's sixth book of the Aeneid—an outline for the use of teachers. Prepared with the assistance of Dr. Ethel Brewster, Swarthmore College, Swarthmore, Pa.
  86. Page references to books which should be in the libraries of larger high schools, classified under the heading of important topics. Designed for the teacher's use in starting a system of filing cards and not intended to be an exhaustive study.
    - a. Roman Private Life; compiled by J. E. Eubanks, Augusta, Ga.
    - b. Some interesting points about Roman government and politics; compiled by Ida Hull, Sheridan, Wyoming. 10 cents.
  87. The Slave Girl—A play in English by Stella Lange, Kirksville, Mo.
  88. In Gallia—A ten-minute play concerned with two high school boys in France, one of whom has studied Latin.
  89. Bona Dea—A very easy Latin play, by Lillian Lawler, University of Iowa. (Not for sale.)
  90. Cordelia, a very easy Latin play, by Lillian Lawler, University of Iowa. *LATIN NOTES*, June, 1924.
  91. An outline for a program—The story of Aeneas and Dido, "Very Tragical Mirth," by Miss Adelaide Hahn, Hunter College, New York City. *LATIN NOTES*, March, 1924.
  92. Outline of a laboratory course for the training of Latin teachers.
  93. A Bibliographic Monograph on the Value of the Classics, by Dr. George Hadzsits, University of Pennsylvania. (Not for sale.)
  94. How to give a Roman Banquet—some suggestions.
  95. A post card from Italy showing in striking form the emblem of the fascisti party—the Roman rods and fasces.
  96. Stamps with Latin legends—a list with catalogue numbers, prices, and Latin legends. Prepared by Dr. Roland G. Kent, University of Pennsylvania.
  97. Some suggestions for using English forms and syntax in teaching Latin forms and syntax, by W. L. Carr.
  98. A short bibliography on supervised study.
  99. The project method.

#### SERVICE BUREAU NOTES

About 4000 pieces of material, exclusive of that contained in the Package Libraries, were sent out last year from the Bureau. The number of letters answered ranged from 450 to 650 per month. Considerably over 1200 names appeared on the subscription list for *LATIN NOTES*.